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ABSTRACT

In 1989, the New York City Division of High Schools developed three summer programs designed to meet the needs of disadvantaged students: the Institute for Career Exploration (ICE), the Basic Skills Academy/Comprehensive Competency Program (BSA/CCP), and the Career Employment Center (CEP) Summer School Program. The ICE program had three components: ICE J (Jobs), ICE-C (Cultural), and ICE C-Cultural-English as a Second Language. During the summer, 6,159 students attended ICE classes at 52 sites. Seventy-eight percent of students improved in writing, thus meeting program goals. Just under 60 percent of the students completed an occupations course for credit, just missing program objectives. The third objective--that 70 percent of the students would meet attendance requirements--was not met. The BSA/CCP was designed to provide individualized instruction in reading, mathematics, and/or English as a second language for 100 students at 3 high schools. The program did not meet its primary objective that 70 percent of students would show a 0.4 grade level increase in these subjects; however, the program's objective of providing academic remediation was considered highly successful by staff. The CEC program provided academic remediation and enrolled homeless students in school; the program met and surpassed both of its objectives. (KC)

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April, 1990

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OREA Report

INSTITUTE FOR CAREER EXPLORATION (ICE) THE BASIC SKILLS ACADEMY/COMPREHENSIVE COMPETENCY PROGRAM (B.S.A./C.C.P.), AND THE CAREER EMPLOYMENT CENTER SUMMER SCHOOL PROGRAM

Summer 1989

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SUMMARY

In 1989 the New York City Division of High Schools developed three summer programs designed to meet the needs of Chapter 1 eligible high school students. The programs developed were the Institute for Career Exploration (ICE), the Basic Skills Academy/Comprehensive Competency Program (B.S.A./C.C.P.), and the Career Employment Center Summer School Program.

ICE
Program Background

During the summer 1989 ICE Program, 6,159 students attended classes at 52 sites. Upon registration students chose to participate in one of three components of the program: ICE J (Jobs), ICE C (Cultural), and ICE C (Cultural LEP). Seventy-eight percent of the students in the ICE C component for whom data were available improved from the writing pretest to the posttest indicating that the program had met one of its evaluation objectives. The program narrowly missed meeting its objective that 60 percent of the ICE J students would receive credit for the Introduction to Occupations course. A third objective that 70 percent of the students would meet the summer school attendance requirement of no more than five absences was not met.

Program Description

For the first year ICE C and ICE J students participated in completely different instructional programs. ICE J students attended two 90-minute classes for the first 20 days of the program: a credit bearing Introduction to Occupations class and a Writing Remediation and Skills Improvement class. For the last ten days of the ICE J component students were scheduled for paid internships in work sites throughout the city. Students in the ICE C program attended a separate writing remediation class and a regular summer school elective for the entire 30-day program. ICE C LEP students were scheduled for English as a Second Language (E.S.L.) class and an orientation to high school class. ICE C students participated in educational field trips and cultural activities in the afternoons after classes.

Program Goals

The program's main goals were to improve student writing skills through the integration of writing activities and career exploration, provide academic remediation within the content area of the Introduction to Occupations course, and provide LEP students with an instructional program that met their needs. The program's stated objectives were that 70 percent of the students would meet the attendance requirement for summer courses, making them eligible for credit for their non-writing course; 60 percent of the ICE J students would receive credit for the Introduction

to Occupations Course; 70 percent of the ICE C students would improve in writing; and 90 percent of the ICE C LEP students would present an individual project designated by the E.S.L. teacher.

B.S.A./C.C.P.
Background

The Basic Skills Academy/Comprehensive Competency Program B.S.A./C.C.P. was designed to provide individualized instruction in reading, mathematics, and/or English-as-a-Second Language (E.S.L.) for 200 Chapter 1 eligible students at three New York City high schools. The program did not meet its primary objective that 70 percent of the students would show a 0.4 grade level increase in reading and math scores as measured by the test of Adult Basic Education. The program's objective of providing academic remediation was, however, considered highly successful by staff and administrators of the program. B.S.A./C.C.P.'s second objective, that 70 percent of the students in the E.S.L. component of the program would show a gain of one C.C.P. level, was not met.

Program Description

Students began B.S.A./C.C.P. at the instructional level best suited to their entering reading and math abilities. The program utilized printed materials, computer software, and audio-visual materials to allow students to learn at their own pace. Using an individually tailored academic sequence, lesson assignments created options for a range of individual learning styles and requirements. The management system within the C.C.P. computer network tracked students' daily progress on lessons and frequent mastery tests provided feedback on their learning performance.

Program Goals

B.S.A./C.C.P.s main goals were to provide appropriate instruction to enable students to improve their speaking, reading and writing skills in English. The program's stated objectives were that 70 percent of the students would evidence an increase from pretest to posttest of 0.4 grade level for reading and math and that 70 percent of the students in the E.S.L. component of the program would show a gain of one C.C.P. level.

C.E.C. BACKGROUND

The Career Employment Centers (C.E.C.) were developed to provide instructional and support services to homeless adolescents, transitional hotel students, and students referred by the courts or other institutions. The centers, located at 14 sites throughout the city, seek to provide students with an integrated core program of intensive remediation in reading/

writing, mathematics and/or English as a Second Language. The C.E.C.s met and surpassed both of its objectives. Of the 249 students for whom information was available, 97 percent improved in their writing scores from the pretest to the posttest. Virtually all (99 percent) were reported to be enrolled in an academic setting for fall 1989.

C.E.C. PROGRAM DESCRIPTION

The Career Employment Center Summer School Program was in session for four-and-a half hours daily from July 5th to August 17th. Because of the transient nature of the student population there was considerable turnover in the students attending the program. Teachers worked with individuals and small groups focusing on teaching the basic skills of reading, writing, math, and E.S.L. Class assignments were designed to provide students with the skills needed to help them attain success in a regular school program.

C.E.C. PROGRAM GOALS

The program's stated objectives were that 60 percent of the students attending the summer program would be enrolled in an educational setting in fall, 1989 and that 60 percent of the students completing the summer program would improve in writing as measured by the comparison of a pretest and posttest writing sample.

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I. INTRODUCTION

PROGRAM STRUCTURE AND BACKGROUND

The summer Chapter 1 program was designed in 1982 as a remedial enrichment program to help junior high and intermediate school students in their transition to high school. In 1989 the New York City Division of High Schools developed three separate summer programs targeting the varied instructional needs and interests of Chapter 1-eligible high school students.* The programs developed were the Institute for Career Exploration (ICE) serving approximately 6,000 students, the Career Employment Centers program serving approximately 500 students, and the Basic Skills Academy/Comprehensive Competency Program serving approximately 200 students.

SCOPE OF THIS REPORT

Chapters II and III of this report focus on the ICE program with a description of the program and its implementation provided in Chapter II and student enrollment, attendance, and achievement discussed in Chapter III. Chapter IV analyzes the Basic Skills Academy/Comprehensive Competency Program and Chapter V covers the Career Employment Center Summer Program. Conclusions and Recommendations are presented in Chapter VI.

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*Eligible pupils are incoming ninth and tenth graders who score below the 50th percentile on the Degrees of Reading Power (D.R.P.) test administered each spring or below the 21 percentile on the Language Assessment Batting (LAB) test.

II. INSTITUTE FOR CAREER EXPLORATION (ICE)

PROGRAM DESCRIPTION

The summer 1989 ICE program sought to improve student writing skills through the integration of writing activities and career exploration, provide academic remediation within the content area of the Introduction to Occupations course, and provide Chapter 1 eligible Limited English Proficient (LEP)* incoming high school students with an instructional program that addressed their linguistic, academic, and cultural needs.

The 1989 ICE program operated at 52 sites from July 5th through August 15th. The six-week, 30-day program had three components: ICE J (Jobs), ICE C (Cultural), and ICE C-(Cultural LEP). Assisted by guidance staff, students chose the component most appropriate to their needs and interests at the time of registration. Student mentors, who functioned as peer tutors and role models, were assigned by program staff to teachers in Chapter 1-funded classes.

Students enrolled in the ICE J component attended two 90-minute classes for the first 20 days of the program: a credit bearing Introduction to Occupations class and a Writing Remediation and Skills Improvement class. For the last ten days of the

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*A student is classified as LEP if he or she scored below the 21st percentile on the English version of the Language Assessment Battery (LAB). The LAB is a norm referenced test that measures the basic language skills of students whose native language is not English.

ICE J component, students were scheduled for paid internships in work sites throughout the city. The writing improvement class was fully funded through Chapter 1, the Introduction to Occupations class was funded through Chapter 1 and tax-levy dollars and the paid internship component was supported by tax-levy funds.

Students enrolled in the ICE C program attended a Writing Remediation and Skills Improvement Class funded by Chapter 1 and a regular summer school tax-levy funded elective in the mornings for the duration of the 30-day program. In the afternoon staff scheduled ICE C students for trips and other educational and cultural activities to stimulate and enhance instruction.

Incoming ninth and tenth grade Limited English Proficient students who attended the ICE C-LEP program were scheduled for two classes: a tax-levy funded English as a Second Language (E.S.L.) course and a Chapter 1-funded orientation to high school course.*

The 1989 Summer ICE program changed in several ways from the summer 1988 program. The most significant change was that for the first time students in the ICE J and C components were completely separated throughout the program. ICE C and J students attended different classes and were taught from different curricula. Field trips were largely limited to the ICE C program and only ICE J students were scheduled for the

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*A complete evaluation of the LEP component is available from the Office of Research, Evaluation, and Assessment's (OREA) Multicultural Evaluation Unit.

Introduction to Occupations class. Writing classes were divided into ICE C writing and ICE J writing with a different set of goals for each.

There were 18 more ICE sites in 1989 than in the previous year and each site generally had fewer students and smaller classes than in 1988. In addition, the 1989 Summer ICE program was considered part of the regular summer school, and the ICE site supervisor position of the last two years was therefore eliminated. In the new structure a position for "general assistant" was created. The general assistant administered the ICE program under the overall direction of the summer school program supervisor.

In previous years, staff development specialists (S.D.S.s) worked in the school assisting teachers with program ideas and planning. The S.D.S. position was eliminated from the 1989 Summer ICE program, as were the weekly staff development meetings.

EVALUATION OBJECTIVES

The program's designated objectives were as follows:

- Seventy percent of the students will meet the attendance requirement for summer courses, so that they are eligible for credit for their non-writing course.
- At the completion of the 30-day program, 60 percent of the job component students will receive credit for the Introduction to Occupations course.
- On the basis of holistically scored pre and posttest writing samples, 70 percent of the students will improve in writing.
- Ninety percent of those students who remain in attendance throughout the 30-day program will present an individual

project designated by the E.S.L. teacher in agreement with the summer school site supervisor.

EVALUATION METHODOLOGY

Staff of the Office of Research, Evaluation, and Assessment (OREA) used both qualitative and quantitative information to evaluate the 1989 summer ICE program. The quantitative aspect of the evaluation focused on student attendance and student scores on pretest and posttest writing samples as well as the results of LEP students' performance on their individual projects. OREA also reported on the number of student placements in specific sites in the ICE J paid internship program.

Qualitative information on program implementation was obtained from a variety of sources, including teacher questionnaires, student mentor surveys, and interviews with site supervisors and guidance counselors at 18 program sites. In addition, evaluators observed classes and conducted field visits to ICE J work sites.

STUDENT RECRUITMENT AND CHARACTERISTICS

The 1989 Summer ICE program was open to incoming ninth and tenth grade students who scored at or below the 50th percentile on the Degrees of Reading Power (D.R.P.) test or below the 21st percentile on the Language Assessment Battery (LAB) test.

As in previous years, recruitment efforts usually took the form of letters to the homes of all Chapter 1-eligible students and written contact with principals or guidance personnel of feeder junior high schools. At Thomas Jefferson and Tilden High Schools, ICE general assistants or counselors spoke at junior

high assembly programs. Staff at John F. Kennedy High School distributed posters to their feeder junior high schools and ICE staff at George Washington High School placed posters for the programs in visible areas throughout the school district. Evander Childs High school advertised its program in the Bronx Press Review and at P.T.A. meetings.

Several ICE staff noted that the program could be better advertised in the feeder schools. The general assistant at Tilden commented that junior high schools in his district did not do an adequate job publicizing the benefits of the ICE program and therefore summer enrollment numbers were low. At Murry Bergtraum High School the general assistant said that the program had to be made more visible to parents in order to serve a greater number of students.

A total of 6,159 participated in the 1989 Summer ICE program. Forty percent of these students enrolled in ICE J, 37 percent enrolled in ICE C, and 16 percent in ICE C (LEP). Two-thirds of the students (66 percent) were incoming ninth grade students and 25 percent were incoming tenth graders.

As shown in Table 1 part A, the majority of students in ICE C were clustered in the 13 to 14 age range while the majority of students in ICE J and ICE C-LEP were 15 to 16 years old. The table also indicates that a significant percentage of students in ICE C LEP, 20 percent, were in the older 17 to 18 age cluster. Part B indicates that ICE J students were more likely to have completed ninth grade than ICE C students.

Table 1, Part A
1989 Summer ICE Participant's
Age by Student Type

AGE[a]	ICE J	%	ICE C	%	ICE C-LEP	%	TOTAL	%
Under 14	17	*	79	4	30	4	126	2
14	810	34	1,162	54	249	29	2,221	41
15	1,114	46	516	24	223	26	1,853	34
16	412	17	237	11	136	16	785	14
17	49	2	86	4	104	12	239	4
Over 17	14	*	75	3	114	13	203	4
Total	2,416	99b	2,155	100	856	100	5,427	99b

Table 1, Part B
Summer 1989 ICE Participant's

Previous Grade[a]	ICE J	%	ICE C	%	ICE C-LEP	%	Total	%
Eighth	1,620	67	1,683	78	490	58	3,793	70
Ninth	712	29	408	19	277	32	1,397	26
Other	84	3	64	3	89	10	232	4
	2,416	99b	2,155	100	856	100	5,427	100

* An asterisk indicates that the percentage was less than one.
[a]Age and grade information were missing for approximately 9% (732) ofthe students.
[b]The percentages do not equal 100 due to rounding.

- A higher proportion of ICE C LEP/bilingual students were at least 17 years of age than general education students

STAFF DEVELOPMENT TRAINING

Of the teachers OREA surveyed, 60 percent, (N =112) reported that they had attended the central staff development training held at the summer high school office on June 15th. This percentage, down considerably from 1988, reflects the fact that many teachers were hired after staff development was offered. As a result, a considerable number of teachers were unable to attend the sessions. Staff who did attend rated the sessions on their degree of effectiveness in a variety of theme areas.

Responses indicated that teachers thought that the training was most useful in helping them generate student writing, with 51 percent rating the sessions as dealing with this theme either well or very well. By contrast, only 28 percent of the teachers surveyed thought that the staff development session dealt well or very well with the theme of providing remediation in reading, while 39 percent reported that the session dealt poorly with this content area. Teachers were also critical of the session's success at helping them maximize the use of student mentors, 30 percent indicating that the session did not deal well with this content area, 17 percent reporting that it dealt with the theme well or very well, and 28 percent responding that the session did not deal with the subject at all.

Overall, inadequate staff development was cited as a criticism of the 1989 summer ICE program by general assistants and guidance counselors interviewed at 67 percent (N=12) of the schools visited. Fifty percent (N=6) of those indicating

increased staff development as a need stated they favored a return to the regular weekly meetings conducted by staff development specialists (S.D.S.s) as in 1987 and 1988.

PROGRAM SITES AND STAFF

The 1989 summer ICE program was implemented in 52 schools throughout New York City's five boroughs. As in 1987 and 1988, most sites were paired with at least one nearby school in order to attract students from the surrounding area. The majority of ICE students planned to attend classes at their summer site in the fall. Staff noted that participating in the ICE program was often a particularly good way for students to learn about the school they would be enrolled in during the year.

Central Program Administration

As previously noted, the 1989 ICE program was under the administrative umbrella of the Summer High School Programs Office. Central administration was conducted out of the Bay Ridge Annex in Brooklyn, while separate administrative offices were maintained for the ICE C component at Truman High School in the Bronx and the ICE J component at the Office of Collaborative Programs in Manhattan. Summer high school supervisors were responsible for overseeing the work of the ICE general assistant.

General Assistant

Each ICE site was coordinated by a general assistant, assisted by a school secretary. Thirty-nine percent (N=7) of the general assistants had been site supervisors in the 1988 ICE program. Despite the administrative changes in the 1989 ICE

program, general assistants had a similar set of responsibilities to site supervisors in previous years. They recruited students, hired teachers and mentors, served as liaisons with parents, and administered the day-to-day operations of the instructional program. Because the staff development specialist position was eliminated in the 1989 program, general assistants were expected to take on a greater role in assisting teachers in classroom lesson planning and activities than in 1987 and 1988. Central Board of Education Administration hired all teachers in the 1989 Summer ICE program.

Guidance Counselors

One of the primary goals of the ICE program was to introduce students to high school in order to foster a smooth transition from junior high to high school. Therefore, the guidance counselor assigned to each ICE site was responsible for providing support services to all students in the program. The 18 counselors interviewed averaged seven years of experience and 12 were guidance counselors at that site during the regular school year. Half worked in the ICE program in 1988.

Guidance counselors met with students individually and in small groups. Sessions focused on self-assessment, exploration of educational and career goals, and orientation to high school. In addition, counselors maintained students' academic and activity records and were responsible for insuring that eligibility and immunization data were complete.

Counselors held weekly group sessions with student mentors

to train them in effective peer guidance techniques and methods of assisting teachers in the classroom.

As in 1988, a number of counselors reported that the amount of paper work required of them took too much time away from counseling activities. In addition, several counselors stated that they would have liked clearer guidelines on the goals of the summer ICE program, both in general and with regard to the specific ICE C and J components.

Teachers

Teachers in the Summer 1989 ICE program were selected based on their knowledge of the content area they would be teaching and their experience with, and sensitivity to, the needs of the targeted student population. Whenever possible they were expected to be licensed in the content area they were teaching. The program attempted to assign ICE teachers to sites they taught at during the regular school year. The student/teacher ratio was a maximum of 25:1.

Approximately half (N=189) of the teachers in the summer 1989 Chapter 1 program responded to an OREA-administered questionnaire. Of this number, 55 percent had previously taught in the summer program for an average of four years. In the 1989 summer program 28 percent were teaching ICE C writing, 22 percent ICE J writing, 19 percent Introduction to Occupations, 13 percent E.S.L., and 6 percent the ICE C elective. Eight percent of the teachers taught reading or math in the Basic Skills Academy or Career Employment Centers Programs.

Teachers surveyed rated the 1989 program in comparison with previous years' programs. Of the 100 staff responding, 35 percent thought the program was better, 38 percent thought it was about the same, and 27 percent thought it was worse than in past years. This response was more positive than in 1988 when only 30 percent thought the program was better and 41 percent thought it was worse than in previous years.

Teachers responding that the program was better than in 1988 cited a more developed and relevant curriculum, better resource material, and trips interspersed throughout the summer instead of only in the last two weeks as was the case in 1988.

Teachers who perceived the program as being worse noted an overall disorganization, a lack of adequate staff development, and the belief that the field trips should be for all students rather than only for those in the ICE C component.

The 90-minute class period, a major source of criticism from teachers in 1988, was received more favorably among teachers in the 1989 ICE program. Three-quarters of those surveyed said that the 90-minute classes were successful or very successful at permitting topics to be addressed in depth and nearly 50 percent reported that the long class periods were effective in retaining student interest--an increase of more than 16 percent from 1988. Thirty-one percent did, however, think that the longer class periods were ineffective at retaining student interest.

The 1989 summer ICE program was rated most highly in allowing students to earn credit, providing an introduction to

high school, incorporating field trips into the curriculum, and providing meaningful opportunities for student writing. Nearly three-quarters of the teachers surveyed rated the program as effective in addressing each of these areas. Sixty-two percent rated the program as effective in offering career preparation and motivating students overall. Fifty-eight percent responded that the program successfully helped improve LEP students' English proficiency. The program was rated less highly in providing academic remediation and improving basic skills, with 52 and 48 percent of the teachers, respectively, rating the program as effectively addressing these areas.

The incorporation of an occupational focus into the ICE J writing curriculum was judged to be successful by 77 percent of the teachers who responded to the question. In 1988 only 58 percent of the teachers voiced positive feelings on a similar question. This may suggest that the specialized writing curriculum for ICE J students in 1988 made a more favorable impression on teachers than the 1988 curriculum, which took a more generic approach to integrating the occupational theme into writing classes. A teacher at New Utrecht High School commented that, "The writing manual (Introduction to Occupations) was well coordinated with suggested writing topics."

Student Mentors

The 1989 summer ICE program employed older students already in high school to function as mentors to incoming students. The number of student mentors assigned to a site ranged from 0 to 15

depending on the size of the individual program. Eighty-five percent were between 15 and 17 years old, and 97 percent said they planned to go on to college. Fourteen percent (N=8) of the 58 mentors completing surveys during OREA site visits reported that they had been mentors last year.

The majority of mentors interviewed (56 percent) said that they primarily worked with teachers, 22 percent said that they worked mostly with guidance counselors, and 13 percent said that they worked both with guidance counselors and teachers. Mentors assisted teachers in the classroom by working individually with students who needed special attention. They also performed clerical tasks for staff and were sometimes utilized as peer counselors for the younger students. Thirty-three percent of the mentors reported that they frequently served as group discussion leaders in classes, while a smaller percent said that they were used as editors and recorders for teachers in class.

Mentors indicated that they took on different roles in their relationships with incoming students. Fifty-four percent said that they provided general information about high school, while an equal percentage said that they shared their own experiences in high school with the incoming students. Forty-six percent of the mentors said they helped students with their writing, and 41 percent said they directed students to the appropriate people who could answer their questions.

Mentors seemed, however, to be a less integral part of the ICE program than in 1988. Only 51 percent of the teachers

surveyed reported that they used mentors in the classroom as opposed to 87 percent in 1988. It appears that the number of mentors did not keep pace with the increase in the number of sites served in the 1989 summer ICE program and, as a result, several schools did not have any mentors and several others had only one or two. The general assistant at Evander Childs said that he had eight mentors in 1988 and only two in 1989. The general assistant at Thomas Jefferson reported that the school's ability to recruit academically competent student mentors was frustrated because many qualified older students were lured away by other programs and agencies that paid better. Evaluators noted that at sites where there were only one or two mentors they were utilized more to help the general assistant with clerical duties related to overall administration of the program than to work with specific teachers in classrooms.

Two-thirds of the teachers who did work with mentors said that these older students were either helpful or extremely helpful to them. The mentors themselves also expressed general satisfaction with their work, with 54 percent saying that they had learned a lot about the subjects in which they had tutored students.

CLASSROOM ACTIVITIES

As previously noted, both ICE J students and ICE C students participated in two 90-minute classes for the 1989 summer ICE program. ICE J students were scheduled for an Introduction to Occupations class and a Writing Remediation and Skills Improve-

ment class. ICE C students received a separate writing remediation class with a different curriculum from the ICE J writing course, as well as a regular summer school elective. ICE C-LEP students were not scheduled for writing courses.

Classes were structured to combine small and large group instruction with individualized activities. Computers were frequently utilized to complement the classroom exercises and facilitate student writing efforts. OREA visited sample sites to observe classroom activities and compare different approaches used in the teaching of writing and occupational education.

ICE J Classes

The Introduction to Occupations class used the New York State curriculum as its foundation. Included in the curriculum were lessons on budgeting, money management, taxes, and applying for credit, as well as lessons on labor unions and collective bargaining. Teachers also focused on helping students identify interests, values, and skills in an effort to give them a better understanding of how people think about work and careers.

In the observed Introduction to Occupations class at Julia Richman High School, the teacher helped students think about financial responsibility and budgeting by asking them to add up the expenses they might have living alone in New York City. They then developed a class budget. Through the discussion the teacher allowed students to reflect on the way expenses were worked out in their own homes and apply this knowledge to the classroom activity. At Forest Hills High School the class

covered the theme of factors one should consider in thinking about job and career options. They followed this with a discussion of legal issues in the workplace including minimum wage, job discrimination, compensation for accidents, overtime regulations, and child labor laws. Similarly, the observed class at Thomas Jefferson further probed the theme of workers rights with small group exercises and classroom discussion. The Introduction to Occupations class at Adlai Stevenson focused on making students familiar with the advantages and disadvantages of purchasing items using installment or layaway plans by asking them what they thought made an individual a good credit risk. The evaluator noted that the teacher supported the conversation effectively by asking students questions in class that were especially relevant to their experiences.

In the ICE J writing class at Wingate High School, the teacher focused on the importance of the job-interview process by dividing the students into groups of four and having them think of ten possible questions for an interview. At Murry Bergtraum students worked on a similar writing assignment following a discussion focusing on the kinds of behaviors that were appropriate or inappropriate in interviews. Both of these assignments related to activities that took place that afternoon when students participated in actual interviews prior to being placed on their internships. At Taft High School the evaluator observed an ICE J writing class that used real life situations from three handouts: "Don't Let People Rip You Off," "Scholastic

Action--Special Plays," and "On the Job Performance" to sharpen students' decision-making skills. At Midwood students participated in a writing exercise entitled, "What do you think would happen if we didn't have to pay taxes?"

ICE C Classes

ICE C writing classes sought to integrate all aspects of student experience in the ICE program to stimulate writing activities. Journal writing, letter writing, interviewing, reporting, outlining, and notetaking were all included in the writing instruction. Field trips to various cultural and educational sites were used to support student writing efforts.

The ICE C writing class at Julia Richman focused on organizing factual information clearly in order to write essays and reports more clearly. The teacher gave the class 16 pieces of factual information about the city of San Francisco and asked the students to turn those bits of information into a short report. This same teacher also used a field trip to the U.S.S. Intrepid to stimulate a writing assignment.

Students at Tilden High School wrote descriptive paragraphs about their trip to the South Street Seaport. The teacher used the assignment to focus on the importance of using details, descriptive adjectives, and comparisons to create a picture of an event, place, or person. Each student was then given another classmate's writing assignment to comment on and read out loud to the class.

John Jay and John F. Kennedy High Schools both featured

class themes that focused on developing and building persuasive arguments. The observed class at Kennedy featured a debate on abortion rights using one student's essay based on her visit to a clinic as the basis for discussion.

In the observed class at Washington Irving, essays on what school was like 100 years ago and what it might be like in the year 2,000 were used by the teacher to stimulate student discussion on the kinds of education programs students thought were most beneficial.

The ICE C writing teacher at Murry Bergtraum used the poem "Jamaica" as the basis for a discussion on cultural differences and how to understand different kinds of people better. In a similar manner, students in the observed class at Forest Hills were asked to write about a time they were embarrassed by a parent or grandparent because that person was "different."

Adlai Stevenson High School students wrote about a particular early childhood experience that was important to them and then revised their stories and typed them on a computer. In assisting them with the revisions of these autobiographical accounts the teacher focused on the questions, "Why is this event important to you?" "Who is important to this story?" and "What did you learn about yourself and others?"

Staff Reactions

For the third successive year, the ICE instructional program and structure were altered significantly. Evaluators noted mostly positive feedback about the program from administrators,

staff, and students. When criticisms were voiced they generally stemmed from problems related to their specific site rather than to the program as a whole. Exceptions to this were the lack of adequate staff development voiced by many staff in the program, the inability of ICE J students to attend any field trips, and the need for easier access to texts and educational resource material.

The occupational focus, a source of great controversy in the 1988 program, was greeted far more favorably in 1989, possibly because only students who chose the ICE J component participated in the occupational education classes. The state Introduction to Occupations curriculum, especially the lessons that focused on learning to balance checkbooks and applying for credit cards, was still seen by some staff as too heavy and demanding for this age group. The Introduction to Occupations teacher at George Washington High School reported that he sometimes substituted his own occupational material because it included more stories based on the lives of teenagers. He felt these alternative lessons were often more relevant and interesting to the students.

Several administrators, including the general assistants at Wingate and Evander Childs High Schools said they thought ICE should be a separate entity and not be under the summer school umbrella. Each cited added confusion and bureaucracy created by the new structure. The guidance counselor at Washington Irving recommended that ICE be for "all incoming high school students (not just Chapter 1) to help them deal with the anxiety of coming

to high school and establish familiarity with other students ahead of time."

III. ICE PROGRAM FINDINGS

NUMBER OF PROGRAM PARTICIPANTS

A total of 6,159 students participated* in the 1989 summer ICE program, an increase of over 600 students from the 1988 program. The increase was most likely the result of opening the program to 18 new sites and to more aggressive recruitment efforts.

ENROLLMENT AND ATTENDANCE

The Summer 1989 ICE program was in session from July 5th through August 15th, a 30-day commitment. ICE C and ICE C LEP students attended classes and participated in educational and cultural field trips for the duration of the six-week program. ICE J students attended classes for four weeks and then participated in paid internships for the remaining two weeks of the program. ICE J students could remain at their internships for an additional ten days, but this was not an official part of the ICE program. With the assistance of guidance staff, students chose to be in ICE C, ICE C-LEP or ICE J when they registered for the program in the spring. Forty percent enrolled in ICE J, 37 percent in ICE C, and 16 percent in ICE C-LEP.

Of the students for whom information was available on the day they entered the program, 75 percent enrolled on July 5th and another 22 percent by July 12th. Thirteen percent of these

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*Participation in the summer 1989 ICE program was defined as a student being in attendance for at least five days.

students attended every day and approximately 55 percent attended 25 or more days (five weeks). Therefore, the 1989 summer ICE program did not meet its objective that 70 percent of the students would meet the attendance requirements for summer courses by having no more than five absences. In addition, ICE J students were not able to receive course credit for the Introduction to Occupations class and ICE C students were not able to receive credit for their summer school elective if they were absent from classes more than five days. The average number of days attended was 23 (S.D. = 7.2)

Attendance patterns for the various components of the program differed significantly. Sixty-six percent of ICE C-LEP students and 64 percent of ICE C students averaged 25 days in attendance or more, while only 40 percent of ICE J students averaged 25 days or more in the program. The average number of days attended for ICE C and ICE C-LEP was 24 days (S.D.= 6.9), while ICE J students averaged 21 days in attendance (S.D.= 7.2). Seventeen percent (172) of the ICE C LEP students, 15 percent of the ICE C students (356), and 10 percent of the ICE J students (233) had perfect attendance.

The lower attendance figures for ICE J students may suggest, as was noted by several staff, that some ICE J students did not attend the remaining days of the classroom instructional program once they were processed for their paid internships.

OCCUPATIONAL EDUCATION

The 1989 ICE program had as an objective that 60 percent of

the ICE J students would receive credit for the Introduction to Occupations course. A related goal was that remediation would be provided through this class.

Based on information provided by guidance counselors, 58 percent (1,800) of the students in the ICE J component received credit for the occupations course. Therefore, the program narrowly missed meeting its objective in this area, although the percentage of students receiving credit for the course increased by 11 percent from 1988.

WRITING IMPROVEMENT

One of the goals of the ICE J and ICE C components was to improve students writing. Improvement was measured on the basis of expository essays written at the beginning and end of the program. Although it was not originally specified when the Summer 1989 ICE program was designed, only ICE C students took these two writing tests. The objective was that 70 percent of the students would show improvement from the pretest to the posttest. Data were available for 96 percent (2,568) of ICE C students. Of those students, 78 percent (1,994) were judged to have improved from the pretest to the posttest. Therefore, the program met and surpassed its writing improvement objective.

A comparison can be made between student improvement and attendance. Students whose writing improved from the pretest to the posttest averaged 25 days in attendance, while those who did not improve averaged only 20 days in attendance.

LEP INDIVIDUAL PROJECT

A goal of the program was to provide LEP incoming high school students with an instructional program that addressed their needs. A related objective was that 90 percent of the students who remained in the program present an individual project designed by the E.S.L. teacher. Based on the information provided by teachers and guidance staff, 78 percent of the 371 ICE C-LEP students for whom information was received successfully completed their E.S.L. project. Therefore, the program did not meet this objective. The 90 percent requirement for this objective seems unrealistic, however, and should be lowered for the coming year.

ICE C CULTURAL PROGRAM

As part of the ICE C-LEP programs students participated in a number of cultural and educational field trips. Students attended Broadway plays such as "Les Miserables," "A Chorus Line," and "Black and Blue," and visited the Botanical Gardens, the South Street Seaport, and a variety of museums such as the Cloisters, the Whitney, and the Nature Max program at the Museum of Natural History.

This component of the ICE program was extremely well received with both general assistants and teachers voicing enthusiastic comments about the various excursions. The Intrepid Sea Air Museum was, however, critized as inappropriate for a field trip site by staff at four of the schools visited. The general assistants at Julia Richman and Evander Childs were most

critical of this selection with both of them as well as several teachers urging that it not be included in future summer programs. Students at Richman disliked this trip so much that it was difficult to motivate them to have interest in the next one. As a result, staff at the schools where the Intrepid was chosen suggested that field trip sites be evaluated more carefully.

Some ICE staff said they would have liked to have a more definitive list of trips and a schedule before the program began. Others voiced a desire for excursions that were more "hands on" and allowed for greater degrees of student participation.

ICE J PAID INTERNSHIPS

The goals of the ICE J paid internship program were to give students an enhanced understanding of the world of work and an increased opportunity for career exploration. The internship program was funded through tax-levy sources and was administered by the Office of Collaborative Programs (O.C.P.) at the High School of Graphic Communications.

Processing for the ICE J internship program took place at the High School for Graphic Communication Arts over a five-day period during the four-week classroom instructional unit. Students brought working papers and social security numbers to the processing site, and selected their preferences for job location and type of work from among the organizations taking part in the program.

ICE J employers were made up of 28 participating city agencies such as the Housing Preservation Department, the Human

program at each of the 14 sites. Teachers worked with individuals and small groups, focusing on teaching the basic skills of reading, writing, math, and E.S.L. The student/teacher ratio was generally no higher than 10:1. Class assignments were designed to provide students with the skills needed to help them attain success in a regular school program. Computer assisted instruction and/or educational paraprofessional services were available in many of the sites.

Site Observations

Evaluators conducted site visits to two of the C.E.C. Summer School Program sites: the Saratoga Interfaith Family Inn and the South Bronx Job Corps.

At the South Bronx site, the largest of the 14 C.E.C. sites, Board of Education teachers funded through Chapter 1 worked in collaboration with staff of the Job Corps residential program in designing the summer academic program. The site coordinator commented that the collaborative efforts between the Board teachers and Job Corps staff had created an academic program that effectively met most students' needs. She noted that most of the teachers had experience teaching in other alternative schools and therefore were comfortable working with students on very basic remediation skills as well as developing lesson plans in a flexible, informal learning environment. Students were observed in two classes, one in math and one in English. In the math class the teacher used a call and response approach encouraging students to debate about which fractions were greater and smaller

by using items of interest to the students such as food or clothing as examples. In the English class, students worked on writing short essays and letters on different subjects for the Job Corps literary magazine.

At the Saratoga site the coordinator commented that every family in the privately run hotel had a counselor assigned to them and that the school staff worked in conjunction with that counselor to assess the educational needs of the residents. He said that the program worked well with students who came regularly, but that monitoring attendance was difficult. He and the two paraprofessionals on site needed to spend a great deal of time knocking on students' doors, encouraging them to come to school. Out of the 11 students who began the C.E.C. summer program at Saratoga, seven continued to attend on a regular basis. According to the coordinator the strengths of the program at the site were that the rapport between students who came consistently to the program and staff was excellent, the activities (including films and field trips) provided an interesting program for students, and the computer software package was a great motivating tool for learning. The main weaknesses of the program at Saratoga, in his opinion, were that it should have been for the full day and not just the morning, and that he would have liked an additional staff person to work more intensively with individual students.

Students were observed in the classroom working independently on software packages designed to help them improve

their reading comprehension and vocabulary. The para-professionals worked with students who needed special attention and, in some cases, students were encouraged to work in pairs on programs.

The coordinator noted that a goal of the program is to "mainstream" the students whenever possible, and said that the majority of students in the summer program would be enrolled in zoned schools in September.

Program Findings

The Career Employment Summer School Program met and surpassed both of its objectives. Of the 249 students for whom information was available, 97 percent improved in their writing scores from the pretest to the posttest. Virtually all of the students, 99 percent, were reported to be enrolled in an academic setting for the fall 1989.

VI. CONCLUSIONS AND RECOMMENDATIONS

The 1989 summer ICE program met one of its objectives. Seventy-eight percent of the ICE C students improved their writing skills during the program. Student improvement was related to attendance, with students who improved their writing averaging 25 days in the program and those who did not averaging only 20 days.

The program did not meet its attendance requirement. Fifty-five percent of the students attended the program for 25 days or more. Sixty-six percent of the ICE C LEP and 64 percent of the ICE C students attended the program for 25 days or more, while only 40 percent of the ICE J students averaged 25 or more days in attendance.

The program also narrowly missed meeting its objective of having 60 percent of the ICE J students receive credit for the Introduction to Occupations course. Fifty-eight percent of the ICE J students passed the state-mandated exam and received credit toward the occupational education unit sequence. This percentage, although below the program objective, reflects a significant improvement from 1988 when only 47 percent of the students received credit for the sequence. Teachers and administrators expressed much more positive feelings about the occupations program this year and the decision to separate the ICE J and ICE C curriculum was widely praised.

Seventy-nine percent of the students in the ICE C-LEP

component of the program completed a special project designed by the E.S.L. teacher. Thus, the program did not meet its objective that 90 percent of the students would complete such a project.

The 1989 summer ICE program expanded from 34 sites in 1988 to 52 sites in 1989. The total number of students enrolled at least five days in the program increased from 5,500 in 1988 to 6,159.

For the first time, the ICE program was administered through the regular summer school with the ICE C cultural activities and ICE J internships programs coordinated from separate offices. Staff expressed a greater degree of satisfaction with most aspects of the program in 1989, while remaining largely dissatisfied with the amount and quality of staff develop-ment overall.

Student mentors were utilized to assist teachers in the classroom and provide role models for the younger students. Although they continued to serve an important purpose in the ICE program, mentors seemed be play somewhat less significant roles in the 1989 summer ICE program than in the previous year. Staff at a number of sites reported that they had only one or two mentors at their disposal, and a few teachers said they had none at all. Those mentors who were involved in the program expressed general satisfaction with their work and the amount they learned from their participation.

The cultural aspect of the ICE C program was enthusias-tically received. Many teachers, administrators, and guidance

staff expressed the opinion that ICE J students should be allowed to go on at least some of the field trips as well.

Teachers participating in the ICE J paid internship program praised student performance and attitude on the job sites and said the administration of the program was improved from 1989.

The Basic Skills Academy/Comprehensive Competency Program, although failing to meet its two objectives, provided significant instructional and support services for a more at-risk Chapter 1 eligible student population.

The Career Employment Centers Summer Program, providing specialized remedial instruction for transitional hotel students and homeless adolescents, successfully met its objectives of having students improve in writing and enroll in a school setting in the fall.

Based on the findings of the evaluation, the following specific recommendations are made:

- Include increased staff development both prior to and during the ICE program that includes all staff and administrators.
- Insure that the ICE program, receives adequate administrative support and attention if it remains part of the regular summer school program.
- Explore the possibility of making content changes in the Introduction to Occupations curriculum that emphasize the teaching of more relevant and accessible material for this age group
- Attempt to minimize ICE J attendance problems by making participation in the paid internships more closely tied to student attendance requirements.
- Increase the number of sites in the Basic Skills Academy/Comprehensive Competency Program and Career Employment Centers Summer School Program.

- Lessen the objective that 90 percent of the ICE C-LEP will present an individual project designated by the E.S.L. teacher to a more realistic percentage.